WELLESLEY NEWS

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Jewett Remembers McAndrew

by Susan Heinemann '70

Revealing the richness of the Wellesley collection, a variety of paintings, drawings, prints and sculpture enliven Jewett gallery. The current exhibition is in honor of John McAndrew, former professor of art history who retired last year and director of the museum for 11 years, until 1958.

"It is appropriate that we should assemble a selection of works that came to our Museum because of John McAndrew's discrimination and art of persuasion, and most of all, skill in imbuing in friends the interest and will to give us works of art so that we could live with them and teach through them," writes Curtis Shell, chairman of the art department, in the exhibition catalogue.

A Selected Few

The paintings and drawings on display focus on fine examples of seventeenth and early twentieth century artists. Breenbergh's "Dismissal of Hagar," perhaps his finest work, reminds one of the classical landscapes of Claude Lorrain; yet there is a feeling for reality which marks it as a Dutch work. The delicate transparency and sensitivity of the wash drawing by a Francesco Guardi follower recreate the charm and the intimacy of the rococo.

Picasso's "Studies for the Head of a Man" explores the cubist interplay of surface and depth. The graceful curves of Matisse's nudes contrast with Picasso's more angular planes; although here, too, the two-dimensional reality revels with the illusion of space.

The range of sculpture is broader. Imposing, carved African gods overpower more serene medieval saints. The simplicity of Duchamp-Villon's sensitive head of Baudelaire contrasts with the elegance of the mannerist "Rape of a Sabine."

Reflections

Describing the beginnings of the collection, Mr. McAndrew stressed, "we were extremely lucky in having such kind friends." He attributed the growth of the museum to the generous contributions of these people.

In building the collection, Mr. McAndrew explained that they tried to get a variety of works, preferably related to different courses. "Ours is a teaching museum," he emphasized, pointing out the advantages of students using original art works in their studies. Owning sculpture is essential, according to Mr. McAndrew, since it cannot be learned from photographs. Sketches and drawings are also valuable — "They often show the artist's intentions in a wonderful way," he reflected.

God is watching —photo by Lin Tucker '71

Men to Invade Campus

by Andi Biren '71

It's really going to happen. Wellesley will be the scene of a Co-Ed Week, April 7-12. After many meetings and many discussions pro and con, an interested core of girls aroused sufficient student support to convince the administration of the usefulness of a Co-Ed Week. The committee's hope is that a campus-wide influx of males for a successful week of classes will evince strong support for co-education from Wellesley students. At Yale, the experience catalysed action to the point where they did indeed go co-ed.

Since April 7th is so close, plans are being developed all the time, with not all aspects yet finalized. The feeling is that Wellesley students must have a Co-Ed Week this year, so perhaps applications can be made available to males next fall for entrance in the year 1970. Publicity will not be as extensive as it could be with more time, so it is necessary for every girl to do her share in spreading the word, and many will be needed on committees.

Plans and Problems

Many dorms were canvassed to find out how many girls would give up their rooms during Co-Ed Week, and the response was considerable: about 500 girls, excluding McAfee and Bates which weren't canvassed. However, according to Mrs. Harold W. Melvin, Jr., Dean of Students, the presence of males in the dormitories might prove offensive to alumnae; something that the college cannot risk. A dorm could be used only if it were completely cleared out. So, as of now, men will probably stay in Billings, society houses, The Rec building, Alumnae Hall, and perhaps Mary Hemenway Hall.

After purchasing meal tickets, men will eat in the dorms. Probably a $15 block of tickets for the whole week will be offered, or a cheaper plan that excludes breakfast. As of now, all meals during the week will be cafeteria style, and there may be a picnic dinner. Miss Elizabeth Cornwall, Director of the Food Services, is preparing menus that can easily be extended to feed the extra people that week.

Program for People

As the Co-Ed Week Committee sees it, the week will be a fairly normal one. Boys will attend classes, and other planned events. Special events such as panel discussions on co-education, films, and speakers are being discussed. Trying to avoid an overly-s o c i a l, non-academic atmosphere while refraining from under-planning leading to boredom amounts to a considerable problem.

Most important, of course, is the question of which men will be attending. Applications have been sent to Amherst, Bowdoin, Columbia, Dartmouth, Princeton, Wesleyan, Williams and Yale. Other schools have received a few applications on request. Harvard, MIT, Brandeis, Tufts, BU, and Babson have been invited out for the days, to join our classes. Men from each school are accepted on a first-come-first serve basis until the capacity defined by l o d g i n g space is reached.

Now, To Work

So, the idea has become a reality. Wellesley is having a Co-Ed Week. But to make the reality a success, committee members insist student help is needed. Contact Andi Biren, Co-Ed Week Chairman, in Cazenove at 235-6373 with any and all questions and suggestions. Interested students should call one or more of the following committee chairman and volunteer their services. Publicity, Program, and Applications are especially in need of help.

Applications — Margie Butcher
Munger 235-5280
Food — Chris Wynne
McAfee 235-8959
Lodging — Barb Grainger
TCW 235-5014
Problems — Gail Promboin
Davis 235-8426
Information Packet and Program — Ellen Bluestone
Munger 235-1137
Publicity — Lisa Hill
Stone 235-5988

Barnette Miller Symposium to Look at Europe

Fourteen scholars, social scientists and public officials from six European countries and the United States, who include several former and present government members, will meet on the Wellesley campus, Tues., April 1, for a two-day Symposium on Europe.

The Symposium, third in a series sponsored by the Barnette Miller Foundation, will consist of four panel discussions to be held in Alumnae Hall. Intended to consider modern Europe as a unique cultural entity, the Symposium is an attempt to refocus academic attention on that continent.

Meaning Of Europe

"What Does Europe Mean Today?" will be the topic of the first panel on Tues., April 1, at 8 p.m. It will include Geoffrey Barraclough, noted British historian and currently professor of history at Brandeis University; Guido Calogero, professor of philosophy, the University of Rome; Arnulf Baring, professor of political science, the Free University, West Berlin; and Walter V. Laqueur, professor, Institute for Contemporary History, London, and professor of the history of ideas, Brandeis, presiding.

All four speakers are also well-published authors. Barraclough is past president of the Historical Association of the United Kingdom. Calogero has been associated with the International Institute of Philosophy, Paris, and is also known as a politician. He was a member of the committee which drafted the Constitution of the Italian Republic after World War II, and he is currently involved in the Italian university-reform movement.

Economics, the Generation Gap

"European Economy: the Prospects for Unity" is the topic of the second panel, Wed., April 2, at 9:30 a.m. Alexander Gerschenkron, professor of economics at Harvard, will moderate discussion among Valery Giscard d'Estaing, former French Finance Minister and now head of the Independent Republican party; Ugo La Malfa, former Budget Minister and holder of other Ministries in the Italian government, currently Secretary of the Republican party; and William Thorp, former US Assistant Secretary of State and professor of economics, emeritus, Amherst College.

Former European and American student leaders will discuss the "generation gap" in the "European Society, a New Generation" panel at 2 p.m. on Wednesday. They are Ekkehart Krippendorff, visiting professor of political science, Queens College (N.Y.) and former member of the German S.D.S.; Lars F. Tobisson, former president of the Swedish National Union of Students; and Eric VanLoon, former vice-president of the US National Student Assn.

East Meets West

A coffee hour will be held in the Alumnae Hall ballroom after this discussion for members of the audience to meet informally with these student leaders.

East will meet West at the closing session of the Symposium, Wednesday at 8 p.m., on the topic "European Politics: the Relations Between East and West." Otto Zausmer, associate editor and political columnist for the Boston Globe, will moderate discussion between Ivan Svitak of Columbia University and the Institute of Philosophy, Czechoslovak Academy of Science, Prague, and Pierre Hassner, research associate for the National Foundation of Political Sciences, Paris.

Panelist Withdraws

A third panelist, Ota Sik, former Deputy Premier of Czechoslovakia and noted economist, now in exile, was forced to withdraw from participating because of pressure from the current Czech government.

The Barnette Miller Foundation was established by the bequest of Miss Barnette Miller, a member of the Wellesley history department for 23 years. This year's co-chairmen are Edward A. Stettner, assistant professor of political science, and Mrs. Kathryn L. Preyer, assistant professor of history. Past symposia sponsored by the foundation include one on Africa in 1960 and one on Latin America in 1963. All panel discussions will be taped and compiled into a booklet after the symposium.

Tickets for all sessions will be distributed in the dormitories and through the office of the Co-Ordinator of Special Events, on Mon., March 31.

College Interests in Films' Future

by Susan Heinemann '70

With the increased significance of film as an independent art media, film courses have grown in popularity. This year Wellesley students can appreciate film in an MIT course with English, or in a Coop Ed course with English, or in a coop ed course with Franklin Robinson, instructor in art. As a further investment in the future, the College has joined the University Film Study Center.

Presently located in Cambridge, the Center will offer a collection of films and other cinematic material for circulation to member schools for educational purposes. Seven universities (Boston, Brandeis, Brown, Harvard, MIT, New Hampshire and Yale) established the Center. More recent participants include Williams, Wesleyan, Mt. Holyoke and Smith.

Praising the administration for their financial commitment, Mr. Robinson noted the exciting possibilities of the Center. "Exactly what they will do is not totally defined," he explained, "but there are two things. One, the center is going to buy films which can be borrowed by member institutions and which can also be copied by the Center and sold at cost to member schools. Thus, for the same amount that we now pay to rent a film, we will be able to own it and build up our own film library."

In addition to this "movie-appreciation" part of the program, Mr. Robinson cited a second a s p e c t, "movie-making." He explained, "The Center will have facilities for making

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Security Guards

Dangerous potential exists in the present college tenure system. Unclarified to the community, it retains alarming susceptibility to the worst aspects of politics. Whether or not personal rivalries, pandering to department heads, or appropriate remarks at cocktail parties are widespread in influencing tenure decisions, the present policy allows for these possibilities. Even departments which have experienced no problems over tenure positions would benefit in the long run from a policy which is not only more open, but one which evaluates the faculty on their scholarly and teaching contributions alone. Responsible evaluation of both of these necessitates a serious attentive ear by the Faculty Appointments Committee to the voice of students as well as outside authorities in the field. To achieve a mechanism whereby the best are allowed the option to stay at Wellesley, yet which permits an influx of new instructors, reforms are clearly in order, reforms which afford the opportunity for the tenure system to come closest to its original goals of protecting academic freedom while creating earned job security.

News suggests that department committees of tenured and non-tenured faculty should follow flexible guidelines established by the Faculty Appointments Committee in determining their recommendations. Junior and senior majors advisory bodies should consult with the departmental committee, making their own nominations as well as being free to comment on the department's suggestions. As students are obviously the ones most affected by the faculty as teachers, they are best qualified to evaluate classroom effectiveness and inspiration. Another valuable advisory source would be recent graduates who may add further reflections and perspective to evaluations of individual professors.

While students and alumnae are passing judgement on scholarship as it is evidenced in teaching, the equally important aspect of outside scholarship *per se* cannot be ignored. Published articles and discussion of ongoing research should be reviewed by a board of outside experts in the field. Only with these student and external evaluations as seen in relation to specialized areas within the department can the committees make wise tenure appointment.

The final decision should rest with the Faculty Appointments Committee, expanded to seven to ten members, to guarantee a more objective evaluation. All information brought before the departmental committee should be available to this body.

Requiring six years as an assistant professor before a tenure decision is considered should be changed to a minimum of three years teaching at any rank. At this time, the department should have the option of offering tenure to qualified faculty. Once tenured, a professor's status should come under review every ten years, to ensure his continuing contribution to a changing, responsive department. Because scholarship and long-term teaching ability are difficult to measure quantitatively, as wide a range of criteria should be used in the review as in the selection process.

News urges faculty members to consider these suggestions in their examination of the tenure system. Present inequities point out the need for a system based not on personal biases but on academic integrity.

In Memoriam

After a one-day stand at Houghton Chapel, Wellesley College last week, the Honors Day Convocation closed. If it had to depend on audience support to survive, it would never open again.

Very few members of the College community attended Convocation, and when the vast majority of those honored do not even come, then Honors Convocation must be revised and revived. Except for the speaker, nothing — not even the Bible verses read or the hymn sung — changes year after year. Maintaining a traditional service may be nice but not at the expense of the existence of the Convocation.

If there is to be a speaker, he must appeal to a wider audience. Although the speech by Robert Garis, professor of English, may have been a good classroom lecture, the vast majority of the College community who stayed away from convocation must have found the "Relevance of Ibsen" irrelevant.

Unless Honors Convocation becomes meaningful, it should be abolished before it just fades away.

O! Gloria in Virtute!

As the prospects of a temporarily bisexual Wellesley loom on the horizon, *News* asks its readers to pause, and to consider carefully what the week of April 7-12 may mean. Favoring the long view *News* urges the College community to think not in terms of a coed *week*, but, rather of an eventually coed Wellesley. There are, undoubtedly, advantages inherent in discovering "how the other half lives," but coeducation is "not a panacea" for Wellesley's educational ills; it may, in fact, present unexpected *new* problems. *News* therefore insists that, before its readers give their wholehearted support to coeducation, they contemplate the massive chain reaction which their enthusiasm may set in motion.

For instance, in the event of Wellesley coeducation, some of the dorms might be forced to provide for "joint living facilities." If this happens in Bates, Freeman, and McAffee, say, a sizeable number of upperclassmen *might* want to stay there, and the College would have to cut down on the 60-plus freshmen traditionally roomed in Freeman. Some individuals might suggest putting locks on the doors, which would present a major fire hazard, considering the large number of heavy sleepers who lock themselves in every night. With the larger student body, moreover, there would be an immediate need, of emergency proportions, to provide for more off-campus housing and increased car privileges.

The MIT Lounge in Billings, unavoidably, would be used only by non-Tech males. Cub reporters might flood the *News* office, volunteer for all the assignments and deprive every single one of the editors of the three articles a week to which she is accustomed. Hundreds of pieces of choir music would have to be replaced, (at an incalculable cost to the College), by scores which would include tenor and bass parts. The talent pool for College Theater might be drastically enlarged and therefore penetrated by the divisive element of competition for the male roles.

Wellesley might be forced to upset her curricular equilibrium by hiring new faculty and creating a substantial number of new courses to accomodate the increased numbers and new interests of the student body. The entire physical education program would be revamped. Who knows what would happen to Figure Control? And what of the psychological implications? — On door after door across campus, "Janitor" 's would have to be changed to "Men."

The Seven Sisters, standing firm in the face of Radcliffe and Vassar capitulation to "big brother," would be a thing of the past. The time has come, therefore, for the entire population of the Wellesley community to consider a number of crucial questions:

What need has the Wellesley girl for worldly male voices when she has the eternal voices of Shakespeare, Baudelaire, and D.H. Lawrence?

Why should Wellesley students subject their intellectual stability to disturbing and disorderly bombardment by opinions which reflect a different approach to life?

And, most fundamentally, where, in the all-absorbing search for "relevance" do Men fit in? As prospective well-respected suburban wives and mothers, Wellesley alumnae will tend to associate with women, anyway. Why spread oneself thin during these, the most pivotal years of life, by trying to find out about the other half of the human race?

Admitting that the final choice of action with respect to coeducation must rest with the individual, *News* nevertheless leaves its readers with two thoughts:

If the College community does not forget the straight and narrow path which now lies before it, the course of action is clear — and — If Wellesley continues to be motivated by the conviction that her girls can "do it alone," the future is certain.

WELLESLEY NEWS

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The Reader Writes

A New Leaf?

To the Editor:

As an indication of our concern over recent criticisms concerning Hathaway House operations, we should like to discuss the most basic of the charges and then suggest some possible ways in which a more complete discussion with interested faculty and students might be carried out.

No one in a service-oriented business (which is what Hathaway considers itself to be) enjoys an imputation of failure by an important segment of its customers. However, we do welcome the opportunity to acquaint the present generation of students and faculty with some pertinent facts about the bookstore. The question of how best to communicate with the college community and to find a listening ear has concerned us for some time.

To begin with, we are very conscious that this was an unusually difficult second semester opening and we are extremely sorry for the inconvenience to students and faculty. Some of the many factors involved were entirely our fault, and these we are taking measures to correct. Of the contributing factors, one is chronic and unavoidable: on the 2-term system, orders for the se[illegible] hit the lag of the holidays, compete with the majority of other colleges, and this year suffered in addition from widespread illness. But the book business is also becoming prey to those conditions which are making retailing in general unpredictable and unreliable. A letter of February 17 Publishers' Weekly says: "We can think of no year when Publishers' shipping service was worse and sincerely hope that this is the nadir . . . sometimes the orders were apparently gulped into the maw of a computer and never did emerge." Customers were no more incredulous than the Bookshop staff at the number of standard texts that had been allowed by the publishers to go out of stock.

A number of variables enter into the business of textbook ordering — not only at Wellesley College but in any college textbook operation. Even given an early requisition date, arriving at the ordering figure requires last-minute checking with the Recorder's office, experience, and preferably a crystal ball. The great increase in course switching — 650-700 in the sophomore class alone this term — is well known. There are times when Hathaway orders slightly fewer books than the total number of students enrolled. This is not done on a regular, across-the-board policy — as the News puts it "to ensure a complete sell-out," but because experience has proven that there are more secohd-hand copies available of frequently-used books. On the whole, required books are ordered up to the full number enrolled for the class at the time. A policy of consistent over-ordering is not the perfect solution; the shop does, of course, make numerous returns, but postage and shipping costs to publishing houses all over the country add up very substantially.

As far as pricing policy goes, it is very simple. Hathaway House sells at the publisher's stated retail price; in the case of textbooks this is 20% above wholesale; in trade books and supplies, 40%. If the "mark-up" referred to in the News editorial means any addition to this price, it does not exist at Hathaway. It is true that in some stores you have discounts; these are commercial establishments whose owners realize a profit. In our cooperative you have, currently, an 8% rebate because all net income aside from what it takes to run the shop is divided among the members.

Of all the complaints, the one charging "back-door" treatment of students is the hardest to accept. Ironically enough, the present back door came into being when the college changed to three terms, and in order to be able to handle the textbook business with maximum efficiency hard on the heels of the Christmas rush, the Board decided to spend $40,000 on creating a self-service set-up where the unavoidable lines would at least be more completely under shelter. This investment, in the category of stock that pays the smallest margin of profit, was made in the interest of better service to the students. In our thinking, the students' entrance was a privileged one and evidence of the prime importance of our student customers.

The accusation of indifference and lack of courtesy on the part of the sales staff is difficult to pin down. Some temperaments are not so outgoing as others; almost anyone can occasionally be impatient at the end of a long day; there have perhaps been some among the short-term personnel who did not always exemplify the basic attitude of the staff, which we still believe is generally interested and helpful and which makes no distinction whatever between categories of customers. The criticism, however, has renewed our determination that this attitude be better projected!

As to special services, few other bookstores permit special orders which when forthcoming are not always accepted; students were not given charge accounts until '64 and are welcome now to avoid any distasteful dependence on CAP cards by returning to a cash basis (without sacrificing their rebate); and the check-cashing service, which is not offered by the college itself or by many stores, was new in '67 and curtailed only when it became excessive in terms of the number of personnel hours and the amount of cash involved.

Any members of the college community who want to discuss or promote changes in Hathaway need only direct their suggestions to their representatives, since control of the Bookshop rests with a 12-member Board of Trustees of whom seven are members of the college community (see February 24 News for exact listing). The Bookshop board and management stand ready and eager to cooperate in making further dialogue on these matters possible, through open meetings or with a committee of faculty and students. Our accounting figures could be analyzed as a supervised Economics project. No bookstore operation in the world today can be perfect, but we are honestly interested in seeing that Hathaway makes any possible changes that will enable it to supply more satisfactorily the needs of the college community.

Cynthia Dudley Post, '34
President, Hathaway House (Bookshop)
Board of Trustees

Key Issue

To the Editor:

We protest the present highly inefficient system of signing in at the kiosk as a needless waste of time for both students and security men. In the case of fire, this system allows for no determination of the number of girls in the dorm. Nor is it an efficient means of identifying dorm residents. Either we should be required to sign both out and in as before, or not at all.

The best answer would seem to be a dorm key that each student could pay for. If keys are not possible, please let us go back to the old system of a sign-out book inside the dorm.

Was the new system designed to keep non-Wellesley girls out of the dorms? We are not aware that this was a great problem in the past. After all, we all want to get out, not in.

Priscilla Fox '69
Cathryn Campbell '71
Sharon Phillips '69
Judy Masnik '70

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SRC Reforms Judiciary; Stresses Individual

Ed. Note: The following are excerpts from the judicial revisions passed by the Structural Revisions Committee on March 15 and sent to Senate and Academic Council for appropriate action.

Preamble

. . . In this report, the Committee has no thought of recommending the establishment of a system to parallel the local, state and federal courts, but only of suggesting the design of a system uniquely adapted to Wellesley's situation — one that can be expected to deal impartially and compassionately with disciplinary problems of the types which arise in a free and dynamic academic community . . . values the special nature of the freedoms of an academic community without external interference which might impair its educational function, while also recognizing that individuals within the college community should never be deprived of their rights as private citizens.

. . . Although the college judiciary should have the educational goals and high standards of the institution as its primary guideline, the emphasis in hearing all cases should center on the students as an individual with specific Constitutional rights and not simply on the student qua student. While the college should take care to avoid protecting students within its community in a manner they could not expect were they not members of an academic institution, the college must also recognize its continuing responsibility to maintain rules for its governance, legislating a code of acceptable conduct which not only fosters mutual respect for the rights of all segments of the community, but in so doing does not stifle by irrelevancy the atmosphere of free intellectual inquiry . . .

I. Preliminary Provisions of the Projected Judicial Structure

It is, of course, desirable that most cases be handled informally by the individuals involved. However, if a just solution cannot be reached to the satisfaction of all persons concerned, then there must be recourse to properly constructed judicial bodies. It is essential that all relevant elements of due process, especially the provision of appeal, be included in this judicial system. The details of judicial procedure should be carefully explained, so that a greater degree of certainty as to applicable provisions will be present . . .

The authority of final disposition in any particular case, under the procedures recommended, should be vested in a representative board rather than in individual . . .

At this point, it is important to emphasize the distinction between injunction and adjudication. The college realizes that it may be necessary to take certain immediate measures to quell disorders on the campus. In times of emergency, where the conduct of individuals within the college community constitutes a danger to other members of that community or places in jeopardy their property rights, unreasonably disrupts the normal educational processes of the institution, the President of the College should have the power to authorize whatever action may be required to ensure the educational functioning of the college, which may include the temporary removal from the campus of those individuals directly involved in the disdisruptive action. These emergency measures are to serve purely as an injunction for the purpose of restoring or maintaining order on campus. The President will immediately inform the college's General Judiciary of such action and this notice and this notice will be registered with the clerk in the same fashion as regular complaints filed before the court. The General Judiciary must begin review of the case within forty-eight hours, in full session according to standard procedures. A preliminary suspension must always be distinguished from a punitive suspension, which may only be authorized by the General Judiciary . . .

II. The Jurisdiction and Composition of the Projected Judiciary Bodies

The college's judicial system should consist of (1) the Judicial House Councils (given a mandate to publish a uniform code of procedure and penalties) which shall deal with all infractions of dormitory rules; (2) the General Judiciary, which shall serve as the appellate body for the Judicial House Council cases and also have within its jurisdiction all cases currently heard by the General Court (full and small session), the Car Committee, and the Discipline Committee of Academic Council; and (3) a Review Board.

A. The **Judicial House Councils** shall have the House Presidents as their chairmen and one judicial representative from each class (with the Vil Junior representing the freshmen for the first semester). The Head of House may sit on the council ex-officio and non-voting. Cases come before the House Judicial Councils when a house officer reports that a student has violated a house rule . . . or when a resident of the dormitory complains that her rights have been violated by another individual . . .

B. Members of the General Judiciary shall include: the Executive Vice-President of the College (with the Dean of the College as deputy should the Executive Vice-President be unavailable); the Dean of Students as deputy); a representative of the faculty (selected from an available pool compiled by the faculty every two years); the Chief Justice, elected at large from the student body; two representatives from every class (except the freshman class) elected in the second semester of every academic year to take office in September. Normally, the Chief Justice shall preside at all session of the judiciary. Two student representatives selected from the group of six by the Chief Justice shall sit in on each case. If the student whose case is being considered so desires, she may waive the right to be heard by peers (in which case the Executive Vice-President shall preside). Each party to the case shall have one peremptory challenge regarding the faculty or student members of the judiciary. If either the defendant or the complainant wishes to exercise this right, an alternate will be selected by the Executive Vice-President the Chief Justice. In all cases, then, there will be at least three poeple hearing the charges and the defense. A tie-decision will constitute an automatic appeal to the Review Board.

There shall be a clerk of the General Judiciary appointed from the college staff, whose sole responsibility on this body is to keep accurate records of all sessions . . .

Within the jurisdiction of the General Judiciary are matters involving suspension and required withdrawal, especially since these penalities usually follow more serious offenses which have possible external repercussion. This General Judiciary shall be empowered to hear all matters which may involve the limitation of an individual's freedom as a result. All cases must be heard within two weeks during which academic appointments are scheduled, and cases in which emergency action has been taken by the President must have a preliminary hearing within forty-eight hours of the initial administrative action.

C. Any individual who can contend that the decision reached by the General Judiciary is arbitrary or has unjustly violated his or her rights in any way, has recourse to an appeal to the Review Board. This Review Bord shall consist of a panel of three: one senior, appointed by student members of the General Judiciary at the end of her junior year, whose nomination will be subject to referendum by the student body; one faculty member, elected by the Faculty Council for the term of two years; and the President of the College. Neither the student nor the faculty member of the Review Board may be on any other judicial body in the community at the same time. The function of this board is simply to review the records of the General Judiciary proceedings and to decide whether the hearing was conducted in a just manner and whether the decision reached was warranted by the facts presented in the course of the hearing. The student and the student's advocate shall be present during the course of the appellate proceedings. This review board has only two options: (1) to affirm the decision of the General Judiciary; or (2) to reverse its decision and remand the case to the General Judiciary to be reconsidered in the light of the Review Board's findings. The Review Board may not impose a new sentence of its own accord.

III. Procedure to be Follwed in all Judicial Hearings

. . . A primary concern of contemporary judicial reform with respect to students and juveniles is due process safeguards . . . Therefore, we recommend that the college incorporates within its standard judicial procedure the following rights: (1) formal presentation of charges, with the corresponding right to be tried on only those charges; (2) right to information on possible sentencing alternatives; (3) protection against self-incrimination (confessions to Heads of House are inadmissable; only those made before the judiciary will be valid); (4) right to call in witnesses for the defense; (5) confrontation and cross-examination of witnesses; (6) access to all evidence before the court and clear standards of the admissability of evidence (to be defined by the Legislature in consultation with the Judiciary); (7) right to counsel or someone to speak on the defendant's behalf — in cases where the defendant has chosen to be represented by legal counsel, the General Judiciary must also be advised by legal counsel; (8) right to rebuttal at the conclusion of the hearing; (9) right to appeal; and (10) right to speedy hearing with corresponding right to time for adequate preparation of cases.

At no point during the course of judicial proceedings shall an individual's past disciplinary record be brought before the judiciary. Only at the time of sentencing shall the defendant's record influence the determination of that sentence.

The college must also publish a statement clarifying its relationship with authorities external to the college community. It is clear that the college may initiate judicial proceedings of its own only when a college regulation has been violated or the nature of the offense is such as to impair the educational function of the institution. When action has been taken on an offense committed in the larger civil community which bears no relation to the mission of the college, then the campus judiciary shall not consider the case . . .

. . . As concerns offenses committed within the academic community or by a student resident, the President of the College shall, acting upon the advice and consent of the General Judiciary, inform external authorities of violations of state and federal law. When external authorities enter the college community for any purpose, they must be under the same restrictions to enter a building as they would be if entering a private home (i.e. must have warrants, "probable couse", etc.) A student should be able to consider her room a private abode.

IV. Records of Student Disciplinary Proceedings

All records of college disciplinary proceedings shall be confidential. At the end of each academic year, the records of the General Judiciary shall be published in the Wellesley College News with the names and other identifying facts deleted to protect the anonymity of the individuals involved. When a student graduates, the official record shall contain no indiction of disciplinary action taken by the College. Only if a student is required to withdraw, should the college release this information upon proper request from other institutions or external authorities. However, if a student is graduated from Wellesley College, this institution has an obligation not to attach the stigma of a disciplinary record to the B.A. degree.

Further College Responsibilities

Finally it is recommended that, as far as it is able, the college provide information concering preliminary legal services to the persons connected with the istitution. In the same way that the college provides elementary health services, there should be also a legal clinic. The specific services provided by the college would not have to go beyond advising on rights and options and assistance in obtaining legal counsel if necessary . . .

Obviously, with the expanded responsibilities of the General Judiciary, its members as well as the entire college community must be informed as to the latest court decisions and have a general orientation session on civil liberties within the cademic community. It is recommended that there be a colloquim on "Judicial Proceedings within the Academic Community" at the beginning of each year, sponsored by the members of the General Judiciary, with speakers obtained through professional agencies working in the field of civil liberties and members of educational organizations concerned with the particular nature of cademic activities.

CG Deliberates Booze

by Page Talbot '72

After much research into the legal ramifications of liquor on campus, Francie Taylor '70, chairman of Vil Juniors, presented her findings at the last meeting of the '68-'69 Senate on Wednesday, March 12.

Miss Taylor questioned two lawyers, the secretary of the Board of Selectmen, and the Chief of Police of Wellesley among others. The College is in no way responsible if it does not serve or sell liquor. Rather the problem is on an individual basis, because a student 21 or over is liable if she gives alcohol to a minor. After reading the complete law, Miss Taylor made the following motion: 1) Students over 21 years of age can possess liquor in their dorm rooms. 2) Students under 21 years of age may not transport or possess liquor. Students will be advised that serving liquor to students under 21 can be said to "contribute to the delinquency of minors." 3) Students are prohibited from giving liquor to minors. 4) All sales of liquor are illegal.

Pros and Cons

As soon as the motion was presented to Senate, discussion and disagreement began. Mrs. Janet Giele, assistant professor of sociology, said "punishment for deviance serves the purpose of maintaining conformity." If people know they can be punished for drinking, it might deter them. Mr. Alan Schechter, assistant professor of political science, felt that drinking is an educational experience. "The college need not protect itself beyond the limits of state law. Now we just encourage underground use of alcohol. It is absurd to assume that girls 17 on up won't be educating themselves."

Although Wellesley students are quick to cite examples of other schools such as Smith College and Mt. Holyoke, Wellesley's situation is different. The town of Wellesley is militantly dry; citizens don't want liquor sold there.

Motion Tabled

Mrs. Giele then suggested that if Wellesley were to have alcohol on campus, it should be served in social context. She explained that alcoholism is highest among Scandinavians and Irish and lowest among Jews and Italians who drink at social and ritualistic functions. Other problems included the dangers of solitary drinking caused by depression, the problems of living next door to someone who drinks heavily, and the inability of peers to give sufficient warning to their friends in case of over-drinking. The motion was tabled and will be brought up in the future.

Another unsolved question concerned the elections for the members of the Wellesley Commission. It has been proposed that the candidates write preliminary statements and submit them to Senate. After spring vacation, revised statements will be printed in News and then there will be an all College election. Students are asked to submit their names to the sophomore Senate reps if they are interested in running.

MAYLING SOONG FOUNDATION PRIZE CONTEST

The Mayling Soong Foundation is offering prizes totalling $100 in the annual competition for the best papers submitted by students on any aspect, ancient or modern, of the history, literature, philosophy, politics, religion, sociology of, or scientific development in, East or South Asia.

All students are eligible to compete in the contest. Essays written as part of an honors program are not eligible. The region, "East or South Asia," is broadly interpreted to include Burma, Cambodia, Ceylon, China, India, Indonesia, Japan, Korea, Laos, Malaysia, Mongolia, Nepal, Pakistan, Philippines, Singapore, Thailand, and Vietnam.

Papers must be received in room 28 Founders, by 5:00 p.m., May 9, 1969. One copy only need be submitted. Paper may be original or dark carbon. Clean copy only.

Additional information about the contest may be obtained from Mr. Philip M. Phibbs, Department of Political Science, Mr. Paul A. Cohen, Department of History.

CERVANTES PRIZE

The Cervantes Prize given by the Department of Spanish will be awarded in the spring for the best composition written in Spanish by a junior or senior whose native language is not Spanish. The topic must deal with works of Cervantes. The papers, signed with a pseudonym, should be typed, double-spaced on one side of the paper only and from 15 to 20 pages long. An accompanying envelope should contain the name and pseudonym of the author. Papers will be received on April 23 and should be addressed to the chairman of the Department of Spanish.

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Faculty Expound on Tenure; Reveal Inequities

Each year as various faculty members leave, students wonder why. Often they blame the tenure policy . . . but just what is this policy? According to the Articles of Government, "Reappointment as professor or associate professor, after at least three years service in either rank, or reappointment to any professorial rank after at least six years of service as assistant professor shall be construed as establishing tenure." (Article X, Sec. 2)

Recommendations for promotion and tenure are made by the Small Committee of the Department to the Committee on Faculty Appointments (the president, the dean, ex officio; five faculty members of Academic Council). Only tenured members of the department can nominate others for tenure.

Clarifying this complex system, Miss Phyllis Fleming, Dean of the College, explained that the length of each term for assistant professors is three years. She added, "There are two terms at this rank. After five years as an assistant professor, faculty receive a letter of intent, indicating their chances for tenure. A person initially appointed as an assistant professor officially receives tenure when reappointed to any professorial rank after at least six years of service."

Evaluation and Notification

Miss Fleming noted that the years spent as an instructor do not count toward tenure. Since one can be an instructor for five years, it is possible, although very unusual according to her, for someone to wait ten years before learning his chances. She explained, presently a person is appointed as an instructor if he does not have the Ph.D. Although there is time to appraise a person's teaching ability while he is an instructor, it is difficult to judge his research potential until the thesis is out of the way. Faculty who are initially appointed as professors or associate professors acquire tenure when they are reappointed after at least three years of service in either rank."

Miss Fleming stressed that there is no set limit by the College as to the number of tenured members within a department. "Of course you wouldn't want all of your members to be on tenure," she remarked. "The choice is in getting people in a variety of areas. For example, you wouldn't want all your tenure faculty in the department of history to be specialists in European history."

Discussing possible reforms in the present policy, Miss Fleming mentioned timing the decision according to the length of service rather than tying it in with promotion to associate professor. She was dubious about the validity of student opinion because the student's evaluation often changes after graduation. Instead she suggested that graduates going for their Ph.D's might be consulted.

ART

Although there are only three tenured members in the art department, three assistant professors also sit on the small committee, according to Curtis Shell, chairman, and professor of art. He explained that this was done to guarantee a wider range of opinion. "The only thing they can't do is to vote on appointments. They're perfectly free to be acting chairmen, though," he added.

"As long as there are elected and rotating chairmen, one must insure that no one person becomes fixed in the position," Mr. Shell reflected. He noted the dangers of one individual usurping all the power.

Student opinion, he feels, is valuable in the teacher's own evaluation of his course. In the future Mr. Shell hopes that more students will be able to become involved in departmental decisions.

ECONOMICS

On the subject of tenure Mrs. Carolyn S. Bell, professor of economics, says, "In general, what goes on in the appointments committee has been, in my opinion, far too well shrouded in mystery . . . I would like to see the mystery removed . . . because I think it has led, in the past, to tensions among both the faculty and the students that diminish . . . efficiency . . . " Mrs. Bell was recently elected a member of this committee.

Explaining that tenure posed no problems for the economics department, she pinpointed the main difficulty: "We don't know how many people are going to take economics, and it's very difficult to produce the kind of competent economists . . . on such last-minute notice."

GEOLOGY

Jemme Regnier, associate professor of geology and presently the only faculty member in that department, turned to the subject of tenure in a recent News interview:

"Tenure would be a very good thing in schools with powerful administrations because then teachers would not have to fear being fired by the administration if they disagreed with administration policy on something. In a school like Wellesley, however, where the faculty has a large voice already in educational matter, tenure is not indispensible, because the faculty already have plenty of assurances that the administration will not be overpowering.

"In the sciences tenure can keep some people in positions who have not kept up in their fields. This can be alleviated if it is made very easy for teachers to take leaves and go back to school. In other fields, tenure is helpful in that people with controversial ideas do not have to worry about being fired if they speak out freely. If Wellesley would abolish tenure, it would have a really hard time hiring teachers, because teachers would rather go to a school which has tenure."

GREEK AND LATIN

"What price tenure?" could well describe the theme of an afternoon discussion between Miss Barbara McCarthy, Mrs. Mary Lefkowitz, and Mr. Steven Tracy, professors in the Greek and Latin department. A good idea the interviewers suggested, might be to have from the start of a professor's career here a small, perhaps three-man, watching committee, consisting of senior professors in the department, or knowledgeable professors outside the department. For example having a professor up for tenure in the psychology department [illegible] in his own department and one from the sociology department. Many professors in other fields have an overall knowledge of an aspect of a totally different field, or, as Miss McCarthy pointed out, are familiar with similar problems.

Next the discussion turned to the merit system within the tenure policy. Once a professor has tenure, the 5-member Appointments Committee measures his merit increase to ascertain his financial slot. The problem, as Mr. Tracy sees it, is how do you measure merit? By the professor's student popularity? By the number of questions asked in Academic Council? By whether a professor is a disruptive or useful member of the community?

What Tenure Offers

The Greek and Latin faculty remarked that offering early tenure, tenure sooner than the current seven-year combined instructorship and associate professorship, would be a great help in recruiting new and excellent faculty. Mr. Tracy suggested a 4-year untenured position on a low economic level, as in the public school system. Miss McCarthy added that tenure offers the security of staying in a job for a while. Mrs. Lefkowitz saw it as a kind of "gold star," but a good thing for a professor with a family who wants to settle for a while.

The reasoning behind the long probation period as well as the limited number of tenured professors is apparently well-grounded in economic necessity. Mrs. Lefkowitz mentioned that the seven-year lapse enabled departments to avoid decisions. A large department with the tenure choice between two equally qualified young professors may have its choice made easier in the course of seven years by one of them leaving or some other such circumstance. What needs to be clarified is whether a professor has a real chance for getting tenure or not. Mrs. Lefkowitz suggested overlapping salaries as one way to reward excellent untenured professors, but then who would make this designation? Finally, she suggested the limited tenure keeps new young people and new ideas continually coming into the college.

Who Gets Tenure?

There is something to be said, according to Mrs. Lefkowitz, for the teacher who teaches other teachers; the help faculty can give one another. A big-name professor can add needed prestige to a college. As Mr. Tracy noted, as the purpose of a college changes, so does the teaching, and different types of teachers will be required. Certainly, Mrs. Lefkowitz said, a teacher here needs to accept college teaching, without much publishing, and with committee work. Of course, as Miss McCarthy remarked, two specialists in the same field should not stay.

Miss McCarthy feared the ill-will that knowing how long everyone has been around and how much they make engenders in the faculty. Mrs. Lefkowitz felt that perhaps there are too many levels, too many ranks, and that as in a law office, the faculty should be partners in power. There is also the inconsistency within departments to be considered; in some fields it is much easier to write and to publish than in others.

As long as tenure is "in" all over the country, it would be hard to overthrow is completely. Long-term contracts with differing renewal dates was one suggestion for an alternative. However, these lose the freedom-of-speech guarantee. Mr. Tracy discussed the idea of a periodic review in the right system. He also expressed the need for young faculty to move up fast so they don't lose money in the battle against inflation. Mrs. Lefkowitz felt that jumps in rank and rule-breaking was necessary to keep good people. Often, professors in the humanities get tempting offers from industry. Miss McCarthy agreed that the tenure decision should be made sooner than it is now. Perhaps Harvard has the answer in reducing its labels to tenured full professors (after about 15 years) and lecturers.

HISTORY

"Because we're not interchangeable parts, the field distribution is very important," Mrs. Alice B. Robinson, professor of history [illegible]. As chairman of her department, Mrs. Robinson stated that there are 11 full-time members, with either five or six of them on tenure at a time. "We try to keep it about 50-50, tenured — non-tenured, but there are other considerations to the importance of a broad age distribution. "Students," she admitted, "tend to be enthusiastic about the younger faculty who are in fields of the most recent interest." If, however, "we give all young faculty tenure, thirty years later there will be less room for flexibility."

The actual process of determining tenure, Mrs. Robinson stated, focuses on three major areas, the instructor's teaching ability, the quality of his "scholarly contribution," and "general service to the college." In determining the quality of a teacher's instruction, "members of the Small Committee do visit classes . . . there is visiting every time there's a reappointment.

"We haven't had any formal way in which student opinion on professors is made known," except indirectly, Mrs. Robinson noted. Certain opinions, she suggested, can be deduced, "through election of courses; beyond the Grade I level, the course and the instructor tend to get linked together." She added also that "Wellesley students are still relatively polite, but, also, in an advising situation, relatively frank." In counseling sessions, however, Mrs. Robinson admitted, the opinions expressed about courses and professors are primarily, "either strong pro or con."

"Scholarly contributions," Mrs. Robinson added, by which she meant, primarily, articles, books, research briefs, and other publications, "are very important." It does a great deal, she explained, for the "reputation of the institution," and for the continuing education of the professors themselves. She suggested, "this should be aided more than it has been," perhaps by curtailing the heavy teaching load which most Wellesley professors face.

"It is important to note," Mrs. Robinson observed, that at Wellesley, "the faculty do have some power." One reason for this, she suggested, was their active involvement in a variety of administrative committees. "General service to the college," therefore was a third criterion which Mrs. Robinson stressed.

Purpose of Tenure

Asked what she thought the purpose of tenure was, Mrs. Robinson answered, "Really the reason behind this system . . . is academic freedom. There are some of us who clearly remember the McCarthy era." She added, "The other thing is that traditionally, among the professions, teaching has been underpaid. Because of the lack of financial renumeration commensurate with the training involved," the "element of security" has been added.

So much of the tenure question is undefinable, Mrs. Robinson noted — "How do you measure the productivity and worth of a teacher?" she asked, then posing the question, "How do you calculate the invisible hours spent in discussion with students?"

Student Participation?

When asked about student involvement in the determination of tenure, Mrs. Robinson recalled that last fall, in fact Professor Edward V. Gulick of the history department asked students at an open meeting of history faculty & majors "if they'd like to be in," said Mrs. Robinson, "on departmental appointments." While she did not favor the idea of a student vote in the final decision-making, Mrs. Robinson expressed [illegible] to proposals for some sort of student evaluation.

Noting that "some things which impress you in the classroom are different when you look back," Mrs. Robinson suggested soliciting the opinions of recent alumnae. By asking them "what the totality of their training has or has not been," she suggested, the department might arrive at "some way in which teacher evaluation of student opinion would be less intuitive." Alumnae evaluation, combined with opinions of present students, and with current [illegible] Mrs. Robinson [illegible] might clarify that first criterion of "quality of teaching."

The question of student views on tenure, Mrs. Robinson concluded, should be carefully considered, especially now, she suggested, when college faculty are receiving their advanced degrees at an earlier age. "Nowadays," she explained, "tenure may be a decision made when a person is relatively young, in his lower thirties; and it is a decision which binds the college until that person is 65."

PSYCHOLOGY

At the present time, there are only two tenured members in the department of psychology, Mrs. Thelma G. Alper, who has been on a leave of absence for the past two years, and Miss Claire Zimmerman, who, this year, teaches only the Psych 101 lecture. Mrs. Hilda D. Perlitsch, assistant professor of psychology, after five years at Wellesley, will be leaving before next year.

Speaking of the tenure policy in her department, Mrs. Perlitsch made several comments on the possibility of student influence on tenure decisions. Within the present system, Mrs. Perlitsch noted, such influence probably would not be feasible. The only way she could see to have student opinion count would be to go back to the medieval university idea — a professor was hired and paid only if he attracted students and if the students were satisfied with him. Mrs. Perlitsch had two suggestions for improving the present tenure system: 1) The decision should be made sooner. Only two or three years should be necessary to make a decision on tenure, and 2) The departments should be completely open with the new faculty that they hire. No initial promises or implications of tenure should be made, considering that, under the present system, the final decision is not made until the fifth year.

Other members of the department who were approached did not wish to be quoted on the subject of tenure.

RELIGION & BIBLICAL STUDIES

Mr. Fred Denbeaux, chairman of the religion and Biblical studies department, expressed his awareness that the operating tenure policy of the college permits only half of the faculty of each department to have tenure at any one time, although this policy has never been confirmed by the administration. The articles of government merely say that after five years as an assistant professor, a letter of intent must be sent to explain whether promotion to associate professorship will follow.

Mr. Norman Peterson, assistant professor of religion and Biblical studies, who received notice that his contract would not be renewed, is leaving Wellesley after this year. He is under the impression that the 50 per cent policy is a rule of thumb only, and that in certain circumstances a department may have more than 50 per cent of its staff on tenure. But he was told by Mr. Denbeaux that the policy of the Bible Department is to not give a second contract to an assistant professor if there is no possibility of tenure envisioned.

Mr. Peterson also would like to see the tenure policy democratized by allowing junior faculty some say in what courses are offered by the department, which is presently largely determined by the interests of the senior faculty members.

SOCIOLOGY & ANTHROPOLOGY

According to Mrs. Annemarie Shimony, associate professor of sociology and anthropology and chairman of the department, tenure policy is decided by the college and the Appointments Committee; the sociology department has no individual policy. No one in the department will be approved or turned down for tenure this year.

Mrs. Shimony feels that the department's decisions are decided fairly. In order to be sure that the faculty member whose tenure is being decided is a "good teacher, good scholar and has served the college," Mrs. Shimony noted that in addition to class visits and other customary methods of evaluation, an outsider may be called in to add another view. Student participation in tenure decisions [illegible] Mrs. Shimony.

Egg Crates?

Because of low salary scales last year, the lack of a graduate school and of an anthropology major, and the scarcity of large research grants, Mrs. Shimony was unable to hire an anthropologist last year. However, she hopes to find one for 1969-70.

"An egg-crate structure" is symptomatic of American education, suggests Stephen London, assistant professor of sociology. When teaching academicians operate within their own cells with little interaction among colleagues, they cannot give a valid evaluation of each other's teaching; students alone are familiar with the quality of instruction.

Concerning tenure, London stated, "I don't have an answer concerning what criteria should be used or the relative weight which should be considered. Perhaps to consider the issue and discuss it openly."

MUSIC

"We all realize that it is ideal in any department to have an even distribution of ages and rank . . . We need the stability of older, wiser members," commented Owen Jander, assistant professor of music. If he were a department chairman who had lost a tenured member of about 45 years of age, Mr. Jander would try to hire one at that level although he realized that it would be economically easier to hire at a lower level.

(Continued on page 8)

WELLESLEY ON TV

WGBH-TV, Channel 2, will feature Ingrid Stadler, professor of philosophy on its "After Dinner Series," Mar. 31, 7:30 p.m. Students Ilona Laszlo '69, Eileen Flanigan '69, Patricia Williams '70 and MIT's Harold Federow '70 will join her in a discussion on the influence of emotional convictions and morality on the role of reason determining standards for behavior and principles of action.

Students Achieve Honors; Few Attend Speech

"Joyful, joyful, we adore thee" — with this hymn the annual Honors Day Convocation opened to a sparse audience last Thurs., March 13. Serving as mistress of ceremony, Miss Ruth M. Adams, President of the College, read from Proverbs on the qualities of a virtuous woman. "With personal, professional and institutional pleasure," she introduced Mr. Robert Garis, professor of English, who she stated offered "the breadth and depth of a Renaissance man." Speaking on the "Relevance of Ebsen," Mr. Garis suggested that although he is "not more contemporary than our contemporaries," he is "worth getting fascinated in" because he is a "powerful defining and illuminating force,"a "machine for thinking about our own ideas."

Ibsen as Standard

According to Mr. Garis, the quality, the excellence of Ibsen's dealings with politics can help us consider our own politics. Seeing Ibsen as a standard, Mr. Garis offered his qualities "not as the right ones but as clear ones." By tracing Ibsen's plays chronologically, he showed how Ibsen would set out in a play to prove that the one he had just completed was wrong.

Ibsen's concept of political action is "antithetical" to that of the New Left, according to Mr. Garis, because Ibsen could not conceive of political action without self-criticism, concern for others, and an ideal image of the future. In contrasting Ibsen's concept to Norman Mailer's cheerful experimentalism in *Armies of the Night*, he called Mailer's words "alluring" compared to Ibsen's "hard-working prosaic" style and maintained that Mailer was "not in touch with the human condition." Although he called both types of liberalism "important, he concluded that Ibsen was "worth some attention, and hoped his audience "would feel like listening" to Ibsen soon.

Tribute to All

After thanking Mr. Garis, Miss Adams introduced Mrs. Joan Melvin, Dean of Students, who read the list of Durant and Wellesley Scholars and Miss Phyllis Fleming, Dean of the College, who announced the winner of the sophomore German prize and the Trustee Scholarships. Announcing that juniors would be elected after their junior year and their names read at Opening Convocation, Miss Sarah Hill, professor of astronomy and president of the Wellesley chapter, Eta of Massachusetts, of Phi Beta Kappa, read the names of seniors elected, to membership.

Paying tribute to the deans whose encouragement led to the accomplishments praised, Miss Adams thanked the faculty on behalf of the students, and then thanked the students whose names were not read beause their "competition and "stimulation" in the classroom helped those honored to push themselves. The procession hurried away to the strains of Katherine Lee Bates "America the Beautiful."

TRUSTEE SCHOLARS 1969

Unrestricted:

Linda M. Covell - Medicine
Rhea J. Kemble - Law

Teaching:

Suhn-Kyoung, Hong - Sociology
Marianne E. Chawluk - Political Science

PHI BETA KAPPA

Eta of Massachusetts Chapter

Juliana Kimberly Ballard, Nancy Anne Brayner, Lona Lee Allan Bunting, Patricia Laylin Coffin, Nancy Cole, Linda M Covell, Frances Cotirell Ferguson, Nikola Nancy Filby, Rebecca Newhall Fills, Suzanne Adair Flandreau, Priscilla Fox, Adrienne Germain, Susan Pia Graber, Jane Grayson Green, Suhn-Kyoung Hong, Kathleen Sloan Jackson, Geraldine Marguerite Kelleher, Rhea Jean Kemble.

Justine Leonard Kent, Cheryl Ann Lawson, Martha Levine, Toni Carol Lichstein, Jean Bess Lifter, Margaret Ann Machner, Charlynn Carol Marlatts, Gail Charlotte Marcus, Ann Rebecca Milstein, Catherine Neal Parke, Karen Toby Chesen Sanders, Barbara Ellen Schlain, Sandra Jean Servaas, Kaethe Relff Stella, Emily Norwood Trevor, Candace Denman Young.

DURANT SCHOLARS — 1969

Juliana Ballard, Nancy Breyner, Marianne Chawluk, Crandall Close, Patricia Coffin, Linda Covell, Mona DeKoven, Janice Durham, Donna Ecton, Frances Ferguson, Rebecca Fills, Suzanne Flandreau, Eileen Flanigan, Janet Fowles, Adrienne Germain, Susan Graber, Jane Grayson Green, Jane Hopgarten, Kathleen Sloan Jackson, Rhea Kemble, Barbara Lattner, Cheryl Lawson.

Martha Levine, Toni Lichstein, Margaret Machner, Gail Marcus, Pamela McLucas, Elizabeth Michel Ann Milstein Carol Nordon, Catherine Parke, Ann-Elizabeth Purintun, Ellen Reeder, Hillary Rodham, Judith Rogers, Suzanne Salomon, Karen Chesrs Sanders, Renee Scarpillo, Barbara Schlain, Sandra Servaas, Cordelia Swain, Marilyn Tamburro, Emily Trevor, Carol Sacha Welsman, Candance Young.

WELLESLEY COLLEGE SCHOLARS—'69

Jill Anderson, Margaret Avery, Betsy Barbour, Elizabeth Berle, Nancy Deveridge Mary Biglin, Virginia Blankenhorn, Johanna Branson, Laura Dullilt, Alison Campbell, Diane Canning, Rachel Gorn Casanova, Sarah Chapin, Katherine Childs, Jane Chirurg, Deelore Coe, Nancy Cole, Pamela Colony, Barbara Cutts, Nancy Decker, Dorinda Dew, Roberta Drane, Carol Ebert, Laura Elkind, Nancy Eyler.

Nikola Filby, Catherine Fisk, Julie Fox, Priscilla Fox, Janis Franklin, Barbara Furne, Natalie Gaull, Jo Willa Grombling, Ellen Gravitz, Claudia Guyton, Marilyn Hagstrum, Linda Haines, Mary Hammond, Katharine Harding, Linda Blitz Harris, Cynthia Harrison, Caroline Hastings, Susan Henke, Mary Hodges, Carol Hollingshead, Harriet Hopkins, Doris Jackson, Laurel Johnson, Christine Jones, Wendy Judge

Susan Kagan, Ellen Kemp, Martha Rugg Kendall, Gabrielle King, Candace Kovacle, Barbara Kramer, Janice Krigbaum, Carol Krumhansl, Jane Kuzmick, Ann Lambert, Mildred Lau, Marilyn Lawley, Lucie Leavell, Jean Liller, Wendy Linscott, Suzanne Long, Martha Longwell, Suzanne Lollmer, Elizabeth Lowry, Elizabeth Lyon, Dorothy MacDonald.

Nancy Wanderer MacKenzie, Karen Mackler, Alice Manning, Ruth Martin, Terry Mase, Martha McClintock, Ann McCullough, Janet McNicol, Lindsay Miller, Denise Minault, Sally Muir, Mory Murlogh, Elizbeth Nordbeck, Noona Nolo, Kristine Olson, Penny Ociner, Ello Owens, Kotherine Page, Luisa Paster.

Sharon Phillips, Martho Pleune, Janet Prier, Koren Ranks, Leslie Reid, Nancy Ross, Susan Roth, Noncy Rowe, Davida Rubin, Francille Rusan, Susan Sachs, Anne Scireibner, Barbara Schinman, Virginia Hammonds Scott, Susan Sheetz, Katherine Shepeluk, Janet Sherwood, Joanne Sidwell, Kathleen Skiba, Kathleen Smith, Bonnie Snow, Kathleen Snow.

Anne Soulliere, Kaethe Relff Stella, Alison Stokes, Rosemary Sullivon, Bonnie Sun, Gail Suzedell, Anina Nlize Thompson, Kathleen Tripp, Linda Trowbridge, Vivien Davis Tsu, Ann Tweedy, Karen Beyard Tyler, Janet Upjohn, Linda Walloir, Cherry Watts, Suzanne Fleming Wells, Heidi Winslow, Nancy Young.

DURANT SCHOLARS — 1970

Elizabeth Agee, Pairia Anderson, Carol Barham, Susan Baronoff, Dorothy Bass, Barbara Baumberger, Valerie Brewer, Nancy Cue, Linda Colnon, Michel Dahlin, Rachel Davis, Margaret Dewar, Ghislaine Dubarnel, Diane Edwards, Betsy Ehrenberg, Joann Englelke, Melanie Forde, Kathleen Foster, Jeanne Garrison, Ricki Ginsburg, Margaret Goelmer, Gary Goodman, Deborah Gribbon, Marguerite Hammett Maxine Harris, Susan Heinemann, Margaret Hindle, Jeanne Hjermstad Virginia Thorndike Hules, Christina Jameson.

Julia Kallkman, Ellen Karp, Janis Kephart, Adair, Bonnie Lindquist, Martha Macdonald, Patricia Moore, Patricia Morikawa, Marie Mover, Cheryl Minnith, Pamela Oater, Leah Otis Claire Parkinson, Katharine Pearce, Margaret Rehrer, Martha Rich, Carol Sanger, Ellen Segal, Susan Sher, Laura Silrg, Elizabeth Stowe, Vicki Van Steenberg, Judith Wagner Nancy Weller, Lisalee Wells, Ellen Williams, Patricia Young Williams, Elizabeth Willis, Ann Yearly.

WELLESLEY COLLEGE SCHOLARS—'70

Margaret Adams, Ellen Armstrong, Linda Baron, Ellen Bass, Catherine Bayliss, Jennifer Bell, Mary-Ann Bestebreurtje, Cynthia Beslosn, Ollef Bluzagr, Mary Booth, Victoria Butcher, Grace Burrion, Diane Browne, Ellen Adair Burne, Ellen Virginia Burre, Mary Burer, Constance Cain, Ellen Carlson, Lee Chumbris

Judith Clark, Carolyn Clarke, Ann Cohen, Anita Cooper, Mary Dahl, Deborah Delsel, Carol DeLaurenzo, Rosemary Dunn, Dolphi Edgell, Mary Enkeline, Anthea Erlsson, Elizabeth Eriace, Lois Feely, Janice Fleumunle, Barbara Fork, Heidi Frey, Frances Gedury, Sondra Gee, Cynthia Darrance Goetz.

Melissa Goldstein, Shirley Griffin, Deborah Hall, Mary Harned, Ann Harris, Linda Harris, Ellen Hazlehurst, Linda Hellund, Jane Hibler, Harriet Hollingsworth, Phyllis Hopple, Linda Houghton, Marcia Howe, Hsin-Jun Huang, Deborah Hudson, Mary Humphries, Diane Silvester Hurley, Susan Ingalls, Jocelyn Jenn, Hall Jennes, Gwyneth Jones, Kathleen Kniebelin, Jocelyn Keene, Janet Kelly, Cynthia Kong, Daryl Lovill Ann Lewis, Roberta Lindberg, Annthalle Lingoe, Jane Macdonald, Donna Marlin, Judith Musnik,

(Continued on page 7)

ENGLISH PRIZES

This year three prizes are offered to undergraduates through the English Department.

The Florence Annette Wing Memorial Prize for Lyric Poetry, established in 1912 by Mabel Wing Castle, '87, in memory of her sister. The amount of the award depends on the income earned by the fund.

The Virginia Wainwright Annual Sonnet Prize, established in 1963 by Virginia Wainwright.

The Jacqueline Award, given by Eleanor and Rosamond Peck in memory of their sister. The amount of the award depends on the income earned by the fund.

Rules:

For the Wing Prize:

1. The competition is open to all four classes.
2. Poems must be lyrics not exceeding 32 lines.
3. Each contestant may submit one poem only.

For the Jacqueline Award:

1. The competition is open to all seniors who are candidates for the degree at Wellesley College.
2. Entries are to be either creative or critical prose.

For the Wainwright Prize:

1. The competition is open to all four classes.
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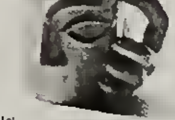

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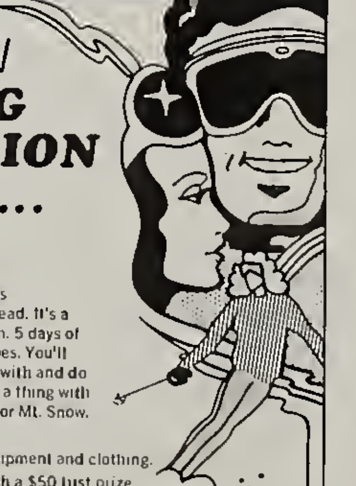

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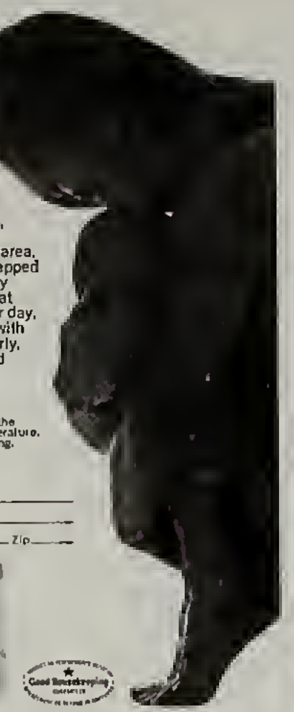

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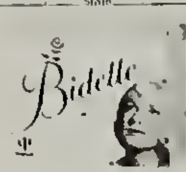

Cox Finds New Morality in Creative Tension

by Wendt Belser '72

Assignment: Quest for a New Morality. It was to this issue that Harvey Cox, professor of Church and Society of Harvard University Divinity School, addressed himself when he came to Wellesley High School on Mar. 11 as part of the Wellesley Adult Education Program's "Perspective on Social Change."

Mr. Cox spoke before a large, attentive audience interspersed with several Wellesley College religion students who were reading **The Secular City**, his analysis of the role of religion in the urban society. During the hour, he tried to clarify some of the inconsistencies found in his controversial nationwide bestseller and to relate his basic arguments to the concerns of the community still divided after its upheaval last spring.

Challenges Old Morality

Before investigating means for the individual to achieve perspective in this era of social change, Mr. Cox exposed the defects of the existing "old morality." The youth revolution is an "attack against the chasm between belief and behavior, between the spoken and enacted values," he stated. The present reactionaries, most of whom are from liberal, progressive families and are acting on the values they learned as children, are protesting against hypocrisy. He feels this same disparity is recognized in the contrast between the operative values and the stated values of society at large.

"The student revolt is against any system of rules in the forming of which the student doesn't have a part," said Mr. Cox in denouncing this twentieth century "taxation without representation" observable on many college campuses. The history of student organization is that of a community in search of truth, a search which presently manifests itself in a refusal to allow decisions concerning admissions, curriculum, and even investment of college funds to be made by others.

National Myths

Mr. Cox sees many institutions and practices in the US as being founded on myths and unsubstantiated legends. The pictures of our nation painted in history textbooks does not conform to fact. He denied the melting pot conception of "opportunity there for the taking" observing that the black power movement shows that such success can only come in a group.

The age of liberalism is past. Mr. Cox believes that the complicated federal bureaucracies which were set up during the 1930's have become insensitive to new problems and their routine dealing can not solve any of our present needs. This institutional liberalism has become a "vast mechanism for social control." Mr. Cox claimed that, "Nothing is in more need of elemental reform and change than . . . the perverse, dehumanizing force" of welfare. He offered solutions of a guaranteed income tax, anything which would cut down the present expense of the checking system, and a larger local control to make distribution more equitable.

Mr. Cox summed up the underlying assumptions in the quest for a New Morality: Candor vs. Can't and Participation vs. Peonage. There is a need "to get things out from under the rug." Defining a "peon" as one who does not participate in discussion about plans concerning his own destiny, he indicated a peon is not a full man.

Role of the Church

Next he turned to the religious dimension in the search for a new personal morality. Biblical images for the fulfillment of man are all communal, collective, corporate. "There can be no notion of a fulfilled man apart from the fulfilled community." The cities, which Mr. Cox saw to be a step toward a more perfect state of man in **The Secular City**, are now overflowing with conflict, death, oppression, and brutality. No longer are they symbols of society's aspirations but have become instead symbols of despair contrary to human fulfillment.

Theology needs a new, imaginative, persuasive understanding of the Kingdom of God. "One should not be forced to choose between his own personal expression and sacrifice to work for a new community." The Church must work to "bring together person and polis."

Blocks to Faith

There are, however, certain "blocks to faith" which Mr. Cox feels must be overcome before the church can assume its role in society. There is an irreducible conflict between the vision of "the human family" and the recent world organization into groups of sovereign states. In Christian religion, universality must clearly be the first loyalty, to be as Ralph Waldo Emerson's "citizen of the world."

The second major obstacle is the belief that fulfillment comes in competition and defeat of one's neighbor which conflicts with the Church's vision of man's essential fulfillment as a result of cooperation with his neighbor. One cannot avoid this contradiction in our present civilization and therefore, Mr. Cox asserted that any search for a new personal style must of necessity be part of a larger vision of society.

Sign of Hope

Mr. Cox pointed to two possible resolutions to these conflicts. The first sign of hope, he said, is the cosmopolitan mentality which, from more exposure to other continents, has resulted in a youth not as readily susceptible to stereotypes in a technological universal culture. By being consciously pushed into occasions for which there are no ready-made answers and which force participation despite discomfort, the chance is available for self-renewal and openness to new ideas of the future.

The second need is for creative tension between and among people and institutions. There must also be this creative tension concerning the role of religion. The Church "shouldn't blend into the woodwork of society"; neither should it play a passive role because Mr. Cox declares if "the society is weak, the religion is irrelevant." The Church and society must work together for it is not within the individual but among the individuals of a society that the Kingdom of God is to be found.

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[March 20, 1969 page 7]

SDS Plans New Racism Flyer

by Janine DeCoster '72

Is Wellesey College racist? A small number of SDS members converged in Billings Monday night for continued debate on how to best present this issue to the student body for discussion. Led by Ellen Doyle '71 and Vicki Erenstein '70, the group reviewed a mimeographed leaflet condemning racism on the Wellesley campus. The flyer was rejected as overly presumptive of its conclusions and as too accusatory without "because" substantiation.

Work began on a new approach posing and suggesting answers to questions concerning not only administrative policies and course content, but also the nature of the student who enters and emerges from Wellesley. Instead of an entirely political focus, the proposed paper will stress the role of the college toward its inner world and the outer world, culminating with such questions as: Have you ever questioned the relevance of your education?

Promise of Good Leaflet

This broader explanation of the search parcelled out to members promised what Vicki termed "a really good leaflet." Before its release, SDS plans to discuss their evaluation with Ethos in order to insure agreement on the proper emphases of an anti-racism drive.

This being the final meeting before vacation, the group approved Mitzi Moritz '72 as charter delegate to the National Conference in Austin, Texas, March 27-29. Ellen Doyle will be the alternate for this convocation at which Black Liberation and the Worker-Student Alliance should be prime issues. These will give national perspective to the next meeting to be held Wed., April 2. Scanty funds and attendance were cited as surmountable obstacles as the gathering adjourned.

On the Movie...

(Continued from Page 1)

and learning how to make movies which students of member schools can use."

Another possibility is a lecture circuit. "It would be wonderful to have a filmmaker on campus or a festival with a film director living here for a week or so," Mr. Robinson exclaimed.

"We should be showing movies here regularly," he added, "two or three times a week. With the probable death of the Bratlle Theater the chance to see film classics will be limited."

WABAN II is alive and on sale in dorms and at the Info Bureau. Here at last, the magazine contains a wealth of opinions on important educational issues. Please read it soon! A world of expanding educational horizons awaits you. Response to articles is encouraged and should be addressed to Nancy Scheibner '69, TCW.

JOURNALISM FOR CREDIT

21.391 Special Topics in Literature (Tangent I: Adventures in Journalism and Modern Literature)

Plans are b made to offer this course to MIT and Wellesley students for the fall 1969-70 term. It will be centered around Tangent the MIT literary magazine, and will include creative writing, literary criticism, ar running the magazine. Selec of individuals for the cours will attempt to coordinate the needs of the Magazine and Individual's interests and abilities. If interested contact Jed Stein, editor of Tangent at the Tangent Office, MIT Student Center, Room W20 467, MIT telephone ext. 321.

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Cambridge Renters Fight Academic Slumlords

by Ruth Rowse '70

The city-wide rent control meeting, held at Rindge Tech on March 16, attracted over 350 concerned Cambridge working people, students and small landlords. Organized by the Rent Control Referendum Campaign, the meeting served to make more people aware of how they can fight together to confront the emergency housing situation in Cambridge.

Dick Dupont, a Cambridge workingman who has had plenty of personal experience with excessive rent increases and landlords who don't feel like fixing up their apartments to meet the housing codes, gave the first presentation. Putting the blame on Harvard and MIT, the biggest landlords in the city of Cambridge, Dick exposed the expansionist policies of the virtually tax-exempt universities which buy more and more land each year with practically no opposition from the city. To house increased enrollments, Harvard buys up old buildings; thus 35 families were displaced for Mather House while Harvard did nothing to help them relocate. Dick explained why he feels that if the people of Cambridge want rent control, they will have to get it in spite of the City Council which has already shown that it is not on the side of the people in the fight against the big landlords, bankers and rich university trustees.

Peace and Freedom Party

Cindy Klein then explained the Rent Control Referendum Campaign which was initiated by the Peace and Freedom Party in Cambridge but which involves people of all politics. While campaigning for their candidate for State Representative last fall, members of the Cambridge Peace and Freedom Party found that the issue which most concerned the people of Cambridge was that of the growing number of evictions and the exorbitant rents. Members of the rent control referendum campaign have written a tough rent control bill and have collected 3,000 of the 8,000 signatures necessary to bring it before the people in a special election. But even if more than enough signatures are collected, the City Council may refuse to put rent control on the ballot. In that case, the only way to win is if the people are united and can demand enforcement of the law by demonstrations outside of City Hall if necessary.

The Rent Control Referendum Campaign modeled its bill after the federal rent control law during World War II and the New York rent control law. The bill would freeze rents to what they were on Jan. 1, 1968. Landlords would be able to raise rents only if they made a major capital improvement in the building or if their operating expenses went up; the total of all increases in a single year could not be more than 8 per cent. Additionally, before getting approval for any rent increase, the landlord would have to show that the housing met the state sanitary code which very few units in Cambridge do.

No More Luxury Units

Present laws make it very easy for a landlord to evict a tenant who complains about the conditions of his apartment. The referendum bill would protect tenants against illegal eviction, thus making it easier for tenants to report violations of the health codes without fear of retaliation. Landlords could evict only if the tenant refused to pay rent, violated the lease, or used the house for illegal purposes.

In an attempt to stop all the luxury high-rise apartments being built where low-cost units once were, the bill provides that new housing must have at least the same number and same size units as before, and substantially the same rent. This provision is essential in any rent control law in order to control the stampede among landlords to tear down old housing and build luxury apartments. Small landlords who live in a two or three family dwelling and rent the other one or two apartments would be exempt because they generally charge reasonable rents and maintain their property. The worst offenders are the big landlords and speculators who own large sections of Cambridge and often don't live there.

War on Poverty Bill

Probably the biggest threat to the success of the Rent Control Referendum Campaign is the Housing Convention of the Cambridge Economic Opportunity Council which is the local War on Poverty group. The CEOC is committed to work through the City Council. Thus their effectiveness is constantly being determined by how much they think the City Council will allow, which in this case is not much since most members of the City Council are either landlords or businessmen. The CEOC has negotiated with the Cambridge Redevelopment Authority, the Cambridge Housing Authority, the universities, hoping to pressure these groups to act on their "moral obligations." As Dick Dupont said earlier, working people have never won anything from their bosses or the rich businessmen by appealing to their sense of "moral obligation."

Although not in final form yet, the CEOC bill promises to be another sellout to the landlords and politicians on the City Council. It will most likely exempt new construction from rent control, thus hastening the process of forcing working people out of Cambridge and into Belmont and Somerville. There would be no restriction on the initial rents that the landlord could charge, practically guaranteeing that all the new construction would be in the high-rent bracket.

Escalator Clause

Peace and Freedom met a woman who had her rent raised from $60 to $240 when the building was sold to a new landlord. One man had lived in Cambridge all his life and all his friends and relatives were there, but when he was informed that his rent would increase from $90 to $180, he was forced to move out of the city. The pressure has been on for years but is getting worse with the Inner Belt planned through Cambridge and with NASA moving in, transforming Cambridge into a professional research center with no room for poor or working people.

During the discussion period, one woman warned people to watch out for an "escalator clause" when signing a lease. She crossed it out of her contract one year but the landlord wouldn't let her do it a second year. The clause says that if the landlord's taxes should increase during the year, the tenants will pay a percentage of the increase. The landlord, who should absorb the tax raise himself, (after all, there is no provision in the contract if the tenant's cost of living should increase), deducts on his income tax the tax increase which his tenants pay as rent, and which he should pay as taxes.

A common argument against rent control was raised by a woman who felt that landlords would spend as little as possible on repairs if they knew that they could not raise the rent, thus resulting in even more deterioration. Aside from the fact that landlords even now spend as little as possible on repairs, keeping the building only until they can sell it, the Peace and Freedom law deals with the problem of deterioration in several ways. If the landlord does make improvements beyond the requirements of the Sanitary Code, he is allowed to petition the rent board for a rent increase.

Secondly, if the landlord allows the units to deteriorate beyond normal wear and tear, the tenant can petition to have the rent lowered, thus forcing the landlord to keep the building in good condition if he wants the full rent. In addition to this strong provision, the tenants would be freer to report code violations because they would not have to fear retaliation in the form of arbitrary eviction. As one member of the audience summed up this point, "we need rent control so that people will dare to ask for repairs." Landlords will still make their profits under rent control, but the people will be able to wage a fair fight if they want to keep their housing in good condition.

Conflict of Interest

Emotions rose as one woman who had been to several CEOC meetings but now found herself much more favorable to the Peace and Freedom referendum campaign posed a question to the "people from CEOC in the front row" who chose not to take the microphone. The refusal of the friends of CEOC to engage in a discussion was evident, although they did stay for informal debates afterwards. Sister Loretta Moynihan, sympathetic to CEOC, seems to feel that a rent control law will automatically solve the housing problem in Cambridge. Although she agrees that a rent control law would have to be enforced, she doesn't see the need for a broad-based organization in the people to ensure enforcement.

After all, the present housing code is strict enough, but it is seldom enforced. It will not do to rely on a "citizens council" or on the "responsible public officials" for enforcement. The people can only rely on themselves. They do not believe that the landlords and politicians are fighting for the same things they are.

Tenure . . .

(Continued from page 4)

Seeing the tenure system as "ultimately defensible," Mr. Jander stated that the schedule might be shortened but not more than a year or two because the young faculty members must be given time to establish himself as a teacher and as a scholar. "In a school which seeks to develop a high standard of faculty it is unwise to reduce too much the number of years before granting tenure," explained Mr. Jander. "A young scholar-teacher in his first years of teaching must devote most of his time to developing his teaching techniques, and requires a reasonable time in which to demonstrate the kind of creativity which makes him worthy of being brought into such a faculty."

When asked about the possibility of student and alumnae evaluation of teaching, Mr. Jander noted that it was already taken into account in an informal way in the present system. "After all we have enrollment figures," he pointed out, "and if a young instructor's classes have constantly diminishing enrollment, what could be more eloquent?" However, Mr. Jander saw no objection to its being incorporated in a more formal way.

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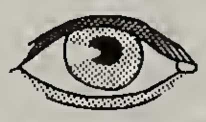

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